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| Lesson Title: | | I Search Project | | | | | | | | | |
| **Teacher:** | Bello | | **Hour:1st** | |  | | | | | | |
| **Week:** |  | | **Date:Tri2** | |  | | | | | | |
| **Unit:** |  | | **Target Grade Level: 7th** | | | | | | | | |
| **Course:DLS** |  | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Students will use books, encyclopedia, and technology resources in order to read, locate, select, and use important information on a topic of interest and write an essay. |
| **Criteria for Success:** | Students can choose a topic of interest, they ask themselves questions about chosen topic (what they know and want to know about it), they can take notes in Microsoft office, they can write a 6 paragraph essay (8 to 10 sentences each), bibliography, correct grammar and ortography. |
| **Progression of Learning:** | Brainstorm ideas, research using internet, encyclopedias, books and take notes paraphrasing, work on each I search (4) and turn them in on the indicated date. Write introduction of the essay, 4 body paragraphs, and conclusion paragraph. Bibliography is required. |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| * Brainstorm topics and choose one to research. * Ask yourself questions and decide which materials are going to be used to conduct your search. * Use Microsoft office to take notes and turn in your I search number 1, 2, 3, and 4th. * Decide which information is usefull. | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | ISTE 1\*Creativity and Innovation, 2\* Communication and Collaboration, 3\* Research and Information Fluency, 4\*Critical thinking, problem-solving, and decision-making, 5\* Digital Citizenship, 6\*Technology Operations and Concepts |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| Condcted survey |  | Conducted survey |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Students are monitored at a one on one instruction and were also placed a more expert student with the use of technology next to them. |  | Lots of questioning, bibliography warm ups, sentence structure warm ups. |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Glogster, Prezi, Microsoft office note taking. |  | On line bibliography builder. |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Students gave feedback to each other looking at given questions. |  | Students and teachers set goals for the day to be accomplished. |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| -Show up to class on time  -Give best effort while in class  -Behave respectfully  -Participate  -Ask questions  -Set a goal  -Provide, receive and apply feedback  -Visualize the results/end product  -Reflect on content and skills learned  -Select a topic of interest  -Present project to whole class |  | -Why is it important to set goals?  -What is it to research?  -How does getting feedback on your work improve your results?  -Who is responsible for your success in this project? |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| Students are given additional time with instructor before or after class.  Teachers provide guided instruction (small group) throughout steps of project. |  | Copyright  Research  Journal  Publish  Note taking  Bibliography |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| Individual tutor or teacher assists student with expectations and project so that student may experience success. |  | Work model for students  Students seek help from a Native Spanish Speaker |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | Media Specialist presentation on note taking and Microsoft office. | 4o min. 1st day |
| **Introduction** | What is it to research? What needs to be done when researching? Is it easier to research fiction or non fiction topics?why? Brainstorm topics, choose a topic. | 5 min. |
| **Direct Teaching** | Set daily goals, aspects to consider when taking notes, bibliography. | 15 min everyday for 5 days |
| **Guided Practice** | We check several sources and identify the source. | 15 min everyday for 5 days |
| **Feedback** | Teacher shows projects from previous years for the students to review. | 10 min 3 first days and last 2 days. |
| **Independent Practice** | Students work in their I Search Project | 25 min first 5 days and 60 min last 2 days. |
| **Closure** | Write one skill you learned today.  Reflect on how you feel you did today and what you could have done better today.  Check your criteria for success.  Students share what they liked about the project. | 5 min. |